GUIDELINES:
STUDENT EDUCATION AND CAREER PLANNING AND EVALUATION TOOLS
(09/00)

DOCUMENT TITLE: Student Education and Career Record Evaluation (SECRE Form)

HOW: The Guidance Counselor and/or School Representative:

- Complete the top portion;
- Review all evaluation data, summarize data on the record, sign and date the record; and
- Update as appropriate.

The Workplace and School Representative;

- Review all evaluation data, check off, sign and date in the column parallel to the skills attained by the student.

WHO: Guidance counselors and/or school staff as well as employer representatives.

FOR WHOM: All students participating in the School-to-Career System (Grades 9-12).

WHEN: Quarterly, at minimum. May be completed at the conclusion of specific structured projects.

WHERE: School and Workplace.

WHY: To record progress in mastery of academics, technical and employability skills, in school and in the workplace.

Student Education and Career Record and Evaluation Form
For Certificate of Initial Mastery – Environmental, Natural Resources and Agriculture

Student _____

Counselor/
Advisor _____

Employer I _____
Name
_____
Address

Employer 2 _____
Name
_____
Address

Employer 3 _____ _____
Name
_____
Address

Educational Institution _____

Grade (Secondary)
❒ 9 ❒ 11
❒ 10 ❒ 12

Semester (Postsecondary)
❒ 1 ❒ 3
❒ 2 ❒ 4

Educator _____
Name

Educator _____
Name

Educator _____
Name

Skills	School-Based Learning	Work-Based Learning
I. ACADEMIC SKILLS		
LANGUAGE ARTS		
• **Reading**		
1. Locate and use reference materials		
2. Sequence information		
3. Compare and contrast information		
4. Interpret technical documents, manuals and tables		
5. Identify main and subordinate ideas		
6. Cross-reference information		
7. Follow directions to achieve an objective		
8. Identify cause and effect relationships		
9. Draw conclusions from facts		
10. Predict consequences		
11. Interpret abbreviations, symbols and graphs		

Skills	School-Based Learning	Work-Based Learning
• **Writing**		
1. Organize and relate ideas		
2. Develop preliminary outline		
3. Use standard grammar and punctuation		
4. Create clear memos and letters		
5. Proofread and edit		
6. Complete forms and applications		
7. Take notes		
8. Create and interpret graphs and charts		
• **Communication Skills**		
12. Exchange ideas		
13. Ask and answer questions		
14. Organize and express directions in logical sequence		
15. Convey thoughts upward, downward and laterally		
16. Comprehend ideas and instructions		
17. Follow directions to achieve an objective		
18. Use appropriate body language		
19. Distinguish between relevant and irrelevant		
20. Identify cause and effect information		
21. Infer meaning		
22. Draw conclusions		
23. Predict consequences		
24. Apply data analysis to job tasks		
25. Demonstrate interviewing skills		
26. Demonstrate telephone skills		
• **Mathematics**		
1. Add, subtract multiply and divide whole numbers, decimals, fractions and mixed numbers		
2. Convert decimals, fractions, ratios & percentages		
3. Conduct linear, area, volume capacity and weight measurements		
4. Calculate ratios and proportions		
5. Estimate to nearest whole numbers		
6. Apply statistical principles		
7. Apply algebraic principles		
8. Apply geometric principles		
9. Identify trends from data		
10. Create and interpret tables and graphs		
11. Use a calculator		
• **Sciences**		
1. Demonstrate basic understanding of biology		
2. Demonstrate basic understanding of chemistry and physics		

Skills	School-Based Learning	Work-Based Learning
• **Computer Knowledge**		
1. Operate a personal computer		
2. Have keyboarding skills		
3. Use word-processing software		
4. Use specialized software		
5. Use database software		
6. Use CD-ROMS		
7. Establish document storage		
8. Use computer communication		
9. Use computers to format		
10. Use computer spreadsheets		
11. Enter simple data		
12. Apply computers to job tasks		
II. TECHNICAL SKILLS		
• **Instructions**		
Follow complex instructions on Material		
Safety Data sheets and their pertinent		
health and safety documentation		
Discern step sequence in general		
instructions		
• **Research**		
Locate and obtain information in federal,		
state and local statutes, regulations and		
technical references		
Obtain, retrieve and order data and		
information		
Relate descriptive language to technical		
concepts		
• **Analysis**		
Comprehend the meaning of technical		
terminology		
Interpret signs, symbols and labels,		
Examples: HMIS, NFPA, OSHA hazard markings		
Interpret a variety of maps, process flow diagrams, logic/decision diagrams, instrument circuit diagrams, blueprints and building drawings		

Skills	School-Based Learning	Work-Based Learning
Interpret statutes, regulations and		
technical references		
• **Reports, Letters and Memos**		
Develop simple technical reports		
Structure report by topic per paragraph		
Write simple and logical		
instructions/sequences		
• **Log and Records**		
Describe physical, chemical and		
operation situations in clear language.		
Keep accurate business records.		
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operation situations in clear language.		
Keep accurate business records.		
• **Graphics**		
Use a graphic organizer effectively		
• **Processing**		
Use a scientific calculator		
Interpret columnar cart data in mathematical		
terms		
Spot inconsistencies in a series		
Interpret meters and scales		
• Physical Situations		
Apply scales to maps, diagrams and		
drawings		
Discern spatial relationships and visualize in		
three dimensions		
Use basic vector concepts		
Interpret time-dependent mathematical relations		
• **Listening**		
Wait and think before answering		
Remember by listening and watching		
Analyze what's being said for accurate		
content		
Use critical thinking/questioning to assess		
content		
Evaluate stated basis for decisions		
Formulate intelligent questions		
Obtain accurate answers		
Validate information before passing		
along		
• **Logic, Problem-solving, Analytical**		
Use sequential logic, make simple flow diagrams		

Skills	School-Based Learning	Work-Based Learning
Make organized subsets/tabulate		
information		
Interpret trends		
Apply cause-and-effect principles		
Apply correlation equations and principles		
Apply deductive and inductive reasoning to		
Make working diagrams of physical situations		
Conceptualize physical and chemical		
problems on paper		
Organize problems for diagnosis		
Apply background and academic knowledge to a problem		
Interpret exponential and logarithmic relations		
Detect faulty data		
• **Computer Skills**		
Use drawing/drafting program		
Interface measuring instrument with computer		
• **Technical/Scientific Skills**		
Apply non-stoichiometric real world reaction conception		
Apply safe handling of chemicals/fire hazard concepts		
Apply basic fluid flow concepts, mass flow and contaminant flow		
Apply temperature, pressure and volume relation concepts		
Use basic physical chemistry measurement instruments		
Apply elementary chemical sampling and testing		
Demonstrate basis wetlands classification		
knowledge		
Understand basic chemical reactions and effect concepts		

Skills	School-Based Learning	Work-Based Learning
Understand basic chemical properties and use concepts		
Use basic ecology principles		
Understand basic hydrogeology concepts. Example: Surface and groundwater flow		
Use basic cycles concepts. Examples: hydrologic cycle, carbon food chain		
Use basic contours and gradients concepts. Examples: mapped surfaces, directed fluid flow		
Use basic knowledge of animal care, e.g., animal facilities, diseases and disease prevention		
Use basic zoology concepts		
Use basic toxicology concepts		
Use basic ecology principles		
Apply basic scientific method		
Know how machines are built and how they work		
Know residuals, contaminants and by- products from processes		
Principles of measuring instruments		
Know basic production processes		
Understand basic chemical sampling and testing principles		
Know basic environmental regulatory concepts		
Know basic electricity concepts		
Know basic gas and liquid flow control concepts		
III. EMPLOYABITLTY SKILLS		
• **Attitudes & Attributes**		
1. Takes initiative		
2. Assumes responsibility		
3. Displays a good self-concept		
4. Persists until job is done		
5. Works well without supervision		
6. Takes responsibility for production/quality		
7. Conflicts do not impede performance		
8. Seeks new challenges		
9. Applies ethics to behavior		
10. Responds well to criticism		
11. Maintains a professional image		
12. Works well under stress		
13. Displays positive behaviors		
14. Follows instructions		
15. Adheres to code of conduct		

Skills	School-Based Learning	Work-Based Learning
• **Customer Service**		
1. Adopt a customer service orientation		
2. Gather information from various sources to identify prospective customers/markets		
3. Communicate with customer in a professional manner		
4. Maintain accurate and complete information about customers		
5. Document and process customer information/orders		
6. Interpret customer information to identify needs		
7. Offer options to problems and negotiate solutions		
8. Show customers how to implement plan and take action whenever necessary		
9. Monitor implementation plan and take action whenever necessary		
10. Identify new customer needs		
11. Inform customers when needs cannot be met		
12. Make alternate recommendations		
13. Analyze customer feedback to improve internal customer support process		
Skills	**School-Based Learning**	**Work-Based Learning**
• **Team Work**		
1. Works effectively in a team		
2. Follows instructions		
3. Takes initiative		
4. Provides support to others		
5. Fosters innovation		
6. Manages relationships		
• **Adaptability**		
1. Accepts changes		
2. Performs multiple assignments		
3. Shows flexibility		
4. Adjusts style to the situation		
5. Handles multiple tasks simultaneously		
6. Adapts skills to new tasks		